

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21 st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	<small>Place date stamp here.</small> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div> </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Latexo ISD	113-905		
Vendor ID #	ESC Region #		DUNS #
1-756004901	6		083583310
Mailing address		City	State
P.O. Box 975		Latexo	TX
			ZIP Code
			75849-0975

Primary Contact

First name	M.I.	Last name	Title
Connie	L.	Baker	Project Director
Telephone #	Email address		FAX #
936-222-5573	cbaker@latexoisd.net		936-544-5332

Secondary Contact

First name	M.I.	Last name	Title
Gary	D	Elsom	Superintendent
Telephone #	Email address		FAX #
936-544-5664	deelsom@latexoisd.net		936-544-5332

Part 2: Certification and Incorporation

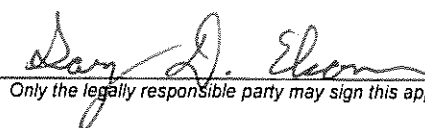
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Gary	D	Elsom	Superintendent
Telephone #	Email address		FAX #
936-544-5664	deelsom@latexoisd.net		936-544-5332

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

3/24/2016

701-16-102-028

Schedule #1—General Information (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

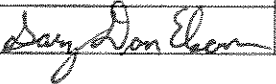
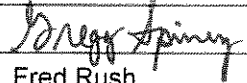

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	113-905	Gary Don Elsom	936-544-5664	\$231,668
	Houston-Latexo ISD		delsom@latexoisd.net	
Member Districts				
2.	113-902	Greg Spivey	936-687-4619	\$231,666
	Houston-Grapeland ISD		gspivey@grapelandisd.net	
3.	113-906	Fred Rush	936-655-2121	\$231,666
	Houston-Kennard ISD		superintendent@kennardisd.net	
	</			

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Grand total:				\$695,000

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Program Overview- Latexo ISD, Kennard ISD, and Grapeland ISD as partners, plan to provide Houston County students with a comprehensive out-of-school time (OST) ACE (Afterschool Centers on Education) Program that focuses on academic assistance, enrichment, family and parental support, and college and workforce readiness. These activities will provide students of Houston County the ability to receive direct explicit instruction that will boost their academic knowledge, while offering engaging enrichment activities that the students of the ACE Program would not receive if it were not for the 21st CCLC grant. The grant will also provide vital resources to students and their families living below the poverty level, exposing these students to activities that support college and workforce readiness activities. The ACE (Afterschool Centers on Education) Program will provide before school, after-school, and summer academic and enrichment to a large majority of elementary students in grades PK-6th in Houston County.

Needs Assessment- The Community Advisory Council (CAC), along with campus administrators and site coordinators, created and conducted a needs assessment that aligned with the **PRIME blueprint** to include:

student/parent/community surveys, academic and behavior data (STAAR, Campus Report Cards, discipline reports), community needs, school and community demographic needs Texas Academic Performance Report (TAPR), and student and family voice data to determine individual student and family needs. The needs assessment provided invaluable information for effective program planning and evaluation. The needs assessment model allows for ongoing data collections and modifications to the model as needed. **Demographics-** The program will be offered in three different school districts that are within the same county. All three districts struggle with the same demographics and needs. The schools were identified as having a large number of students who are from low socio-economic families. These students struggle in math and reading, live in a rural area where high level of community need produces low academic achievement, and where limited or no enrichment opportunities exist. Houston County has a per capita income of \$34,720.

Latexo ISD	Kennard ISD	Grapeland ISD
Title I school	Title I school	Title I school
50% Econ. Disadvantaged	64.8% Econ. Disadvantaged (higher than state)	72.1% Econ. Disadvantaged (higher than state)
41 Index Score for Closing Achievement Gap	37 Index Score for Closing Achievement Gap	33 Index Score for Closing Achievement Gap
16.9 Mobility Rate (same as state)	14.7 Mobility Rate	21.4 Mobility Rate (higher than state)
8.3% Special Ed population (higher than state)	4.8% Special Ed population	10% Special Ed population (higher than state)

New and Expanded Services-By having the ACE Program in Houston County schools, the lives of students will be changed by drastically improving their learning experiences during the hours that occur before school, after-school and during summer hours. This program will be profound in the lives of these students since all three school are located in areas where there are NO day-care or after-school options in the towns, and two of the schools have NEVER had a before, or after-school program. **GOAL:** The ACE program will: provide a safe, secure, and engaging place for students who come from broken homes; provide academic assistance in the form of homework help; build fluency, provide math and science reinforcements; teach behavior strategies; and increase excitement within the school building. All goals stated will promote and accomplish statewide goals of improving the following participant outcomes: academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates.

Program Design-The ACE Program will run Monday-Thursday for twelve hours per week. The first hour per day will focus on homework help, fluency building, reading readiness, basic math skills, and calmness and encouragement before starting the day. The second and third hour will take place after-school. Two days a week the program will offer enrichment activities (4 hours weekly) such as karate, gymnastics, culinary, and art. The alternate two days a week will offer academic programming (4 hours weekly) that focuses around STEM (science, technology, engineering, and math) learning and behavior management skills. The county was surveyed to determine families' programming needs and it was also determined that Fridays were not needed. The program will run for thirty-one weeks during the school year and six consecutive weeks in the summer. The summer will offer academic programming during the month of June (4 weeks from 8-12 am) to students who are at-risk of failure. They will learn strategies that meet the demands of core curriculum and STAAR standards and provide reinforcement that will prevent loss of skills over the summer. Additionally,

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six weeks of enrichment camps (8am-1pm) will be offered to students. Enrichment camps will be created from student voice and choice in order to support student interest. Intentional family services will be provided monthly on site which will support the needs of families and encourage family bonding. The program will be offered at flexible times (before/after-school, and summer) to provide the best overall support to students and their families.

Management- ACE Latexo will be overseen by a Project Director who has a mid-management degree in education and numerous years of experience in after-school programs. The Project Director will ensure that all planning, implementation, evaluation, and grant compliance are in alignment with Federal/TEA/PRIME blueprint requirements. Each site will be supervised by a certified teacher (Site Coordinator) who has numerous years of experience working with at-risk youth and their families. Site Coordinators will provide high quality curriculum and instruction to their students. Site Coordinators will work closely with the Project Director to ensure that all federal/TEA guidelines are followed/met. Site Coordinators, along with TAC (Technical Assistance Coordinators), will ensure programming that follows grant expectations and PRIME blueprint execution.

Daily-The Site Coordinator will meet daily with her staff prior to start of programming to go over logistics needs, academic needs/supplies, staffing/schedule changes, security issues/custody issues, or concerns.

Weekly-Project Director will meet weekly with Site Coordinators and Family Engagement Specialist to discuss fiscal and management concerns/needs, program strengths/weaknesses, campus needs assessment, logic models, yearly reports, Tx21st systems, and encouragement. PD and SC are expected to maintain copies of approved year 1 grant application, approved continuation application, and any approved amendments to all applications and be familiar with all requirements.

2 x yearly-Project Director and Site Coordinators will provide additional training to staff at least two times yearly. The trainings will include but not limited to: Behavior Management, Special Education updates/law/expectations/confidentiality, and lesson plan design.

4X yearly-The Community Advisory Council (CAC) will consist of Project Director, superintendent and principals or designated personnel from Latexo ISD, Kennard ISD, and Grapeland ISD, Family Engagement Specialist, teachers, parents, and community partners. The CAC will meet at least four times yearly to discuss programming successes and best practices. The team will use the **PRIME Blueprint** to plan, allocate resources, develop policies, determine budgets, collect data, evaluate the program, and make changes in the program. **Student Management-** The ACE Team will encourage, monitor, and communicate to parents and students that **ONLY** students with "45" days or more of

documented attendance in accordance with the program policies of the PRIME Blueprint will be counted towards Texas ACE student goals. **Yearly-**Latexo ACE will hire an independent external evaluator yearly. The evaluator will provide an in-depth program overview with suggestions and noted program achievements. **Budget-**A series of queries were made to determine the needs within Houston County schools. Latexo ISD, Kennard ISD, and Grapeland ISD yielded results that indicated a total budget need for each campus that include, but not limited to: staff needs, student programming needs, who would be the target population, how many students would be served at each campus, and the level of family support needed that would provide and ensure high quality programming that aligned with our goals. Latexo ISD will demonstrate the ability to leverage and coordinate resources in support of the program throughout the life of the grant. The yearly budget needed to administer a high quality ACE program in Houston County is \$695,000. The requested budget will be used to serve three districts within Houston County.

Statutory and TEA Requirements- In this proposal, LISD, and their partners have completely and accurately addressed all statutory and TEA requirements. LISD will ensure that each site provides programming at least twelve hours per week, and thirty-seven weeks a year. The district will: publish a description of activities to all CAC members, will recruit at-risk students, work collaboratively with district personnel to provide effective programming, coordinate federal, state, and local funds to provide resources; design activities that are chosen by student voice and aligned with family needs; measure effects of students' progress and achievements, and use the **PRIME Blueprint** as the guide to provide and manage an effective and high quality program to students in Houston County.

Conclusion/Enduring Practices-ACE Latexo and its partners are committed to accentuating a program that provides with fidelity a high quality research-based program to students in Houston County. All descriptions of activities meet the measures of effectiveness described in section 4205(b) of the Elementary and Secondary Education Act (ESEA), Title IV, Part B as amended by the No Child Left Behind Act. Houston County faces unique challenges being that we have a high poverty rate, little to no diverse economies and labor markets, limited infrastructures, and limited educational opportunities for our students. The districts' and community partners will coordinate by supplementing Title I funds, technology, classroom/building, and transportation resources. We are committed to providing students a high level of programming that will ensure successes in social, emotional, behavioral, and academic growth. All stakeholders will embrace the wealth of opportunities afforded to our students and will embrace the opportunity to sustain the program.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 113-905			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$562,230		\$562,230
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 35,400	\$ 7,500	\$ 42,900
Schedule #9	Supplies and Materials (6300)	6300	\$ 40,000		\$ 40,000
Schedule #10	Other Operating Costs (6400)	6400	\$ 15,545		\$ 15,545
Schedule #11	Capital Outlay (6600)	6600	\$ 34,325		\$ 34,325
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$	\$ 7,500	\$695,000
Percentage% indirect costs (see note):			N/A		
Grand total of budgeted costs (add all entries in each column):			\$687,500	\$ 7,500	\$695,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements				
Administrative Cost Calculation					
Enter the total grant amount requested:					\$695,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$34,750
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$65,000
5	Site coordinator (required)	3		\$150,000
6	Family engagement specialist (required) Part-Time	1		\$25,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist-			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$240,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		
24	6119	Professional staff extra-duty pay Summer programming		\$255,200
25	6121	Support staff extra-duty		\$25,000
26	6140	Employee benefits		\$42,030
27	61XX	Tuition remission (IHEs only)		
28	Subtotal substitute, extra-duty, benefits costs			\$322,230
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$562,230

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 113-905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evaluation of Texas ACE Program (external evaluator) \$1500 per campus	\$4,500
2	Elite Fitness for Gymnastics 3 sites @\$200.00 for 2 hrs for each site for 31 weeks	\$18,600
3	Summer enrichment contractors (TBD) \$400.00 per person x 3 sites x 4 weeks	\$4,800
4	Technical computer support for three sites	\$4,000
5	Angelina College (workforce readiness & college classes for parents	\$3,000
6	Family Engagement Support	\$5,000
7	Texas Association of School Board liability insurance	\$3,000
8		
9		
10		
11		
12		
13		
14		
b. Subtotal of professional and contracted services:		\$42,900
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$42,900

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 113-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: \$13,333 per site	\$40,000
Grand total:		\$40,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 113-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. Location TBD at later date	\$7,545
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines. \$2,000 per sites	\$6,000
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires authorization in writing.	
Subtotal other operating costs requiring specific approval:		
	Remaining 6400—Other operating costs that do not require specific approval:	\$2,000
Grand total:		\$15,545

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 113-905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	Fountas & Pinnell leveled readers	15	\$305.00	\$4,575
66XX—Computing Devices, capitalized				
2	Colored printers for 3 sites	3	\$2,000	\$5,000
3	Black and white printers for 3 sites	3	\$2,000	\$2,000
4	Printer cartridge replacements for 3 sites	10	\$250	\$2,500
5	Digital cameras for 3 sites	3	\$1,000	\$3,000
6	Laptop for PD, SC, and FES	5	\$750	\$3,750
7	Mobile computer devices for student use at 2 sites	15	\$500	\$7,500
8				
9				
10				
11				
66XX—Software, capitalized				
12	Literacy, math @ science apps/software for mobile devices (\$2,000 per site) for 3 sites	3 sites	\$1,000	\$3,000
13	Rosetta Stone (web based software for language development for students and parents) for 3 sites	3 sites	\$1,000	\$3,000
14				
15				
16				
17				
18				
66XX—Equipment, furniture, or vehicles				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
Grand total:				\$34,325

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			646	
Category	Number	Percentage	Category	Percentage
African American	74	11%	Attendance rate	95.62%
Hispanic	53	8%	Annual dropout rate (Gr 9-12)	DNA
White	518	80%	Students taking the ACT and/or SAT	DNA
Asian	1	1%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	403	62%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	8	1%	Students classified as "at risk" per Texas Education Code §29.081(d)	57% or 367
Disciplinary placements	70	11%		

Comments- Only serving three elementary sites, therefore data for High School received "DNA" identification.

Our collaborative partnership consists of three elementary campuses in rural Houston County. Our districts are limited in the number of diverse populations subgroups. It is important to note that our economically disadvantaged population is high for our area. It would be unfortunate to not consider economically disadvantaged populations as a concern even though they have been consistently underrepresented in research.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	2	31%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	46.8	93%
White	44	97%	Master's degree	4	.07%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	5	10%	Avg. salary, 1-5 years exp.	\$32,487.00	N/A
6-10 years exp.	9	19%	Avg. salary, 6-10 years exp.	\$37,828.66	N/A
11-20 years exp.	17	37%	Avg. salary, 11-20 years exp.	\$43,655.66	N/A
Over 20 years exp.	15	34%	Avg. salary, over 20 years exp.	\$47,837.33	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	80	92	91	94	83	89	98	39							646
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	80	92	91	94	83	89	98	39							646

Totals for three schools. Two schools **DO NOT** serve 6th grade on their elementary campus. Numbers for 6th grade **ONLY** indicate one school.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE Latexo's approach to their needs assessment began by initially inventorying local assets and identifying needs within Houston County. Houston County was the first county established by the Republic of Texas. Houston County has seen a decline in population growth over the last ten years with 21% of families being below the poverty line. We used the Search Institute's 40 Developmental Asset Framework to determine external assets and internal assets. External Assets include: Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time. Internal Assets include: Commitment to Learning, Positive Values, Social Competencies, And Positive Identity

A formal needs assessment was conducted in November 2015 to identify assets and needs within the community from stakeholder's perspective. We believe that formal needs assessment are most effective when they incorporate multiple points of view. We successfully surveyed community organizations, administrators, parents, students, and teachers in Houston County to gain a better understanding of what they viewed as strengths and weaknesses within the county. Input from each of these groups provided valuable insight, buy-in, and established support for Cycle 9, 21st CCLC grant.

The benefits to conducting a formal needs assessment are:

- Formed an understanding of the unique needs found within Houston County (after-school needs, academic needs, family support service needs, etc)
- Ability to precisely target the scope of services and what they offer and how they could align with our community needs (leveraging resources found in Houston County)
- Formed a collaboration and conversation with stakeholders about the ACE Program's objectives and goals
- Developed a partnership with Latexo ISD, Kennard ISD, and Grapeland ISD to reach more students within Houston County

With the completion of the formal assessment, data was compiled and discussed. The committee was able to gain a heightened understanding of the community needs as we developed objectives, and accountability for the program.

The data from our formal assessment drove our programming Vision, Goals, Action (accountability and program compliance), and Success outcomes.

*The vision, goals, action, and outcomes consider **working families** by offering flexible programming times, transportation options, family events in the evening, and providing multiply ways to communicate effectively with parents about upcoming events.*

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address								
1.	<p><u>Improve Academic Performance</u></p> <p>20% of schools in Houston County have an OST program that helps to improve academic achievement.</p> <p>4th Grade Reading and Writing for schools Latexo, Kennard, and Grapeland ISD are at or below the state average.</p>	<p>1. Provide explicit, direct instruction in STEM (Science, Technology, Engineering, and Math) research-based learning practices.</p> <p>2. Incorporate research-best practices cited in the What Works Clearinghouse publication, "Structuring Out-of-School Time to Improve Academic Achievement"</p>								
2.	<p><u>Improve Attendance</u></p> <table><tr><td><u>Attendance Rates</u></td><td><u>Mobility Rates</u></td></tr><tr><td>Latexo ISD 95.56%</td><td>Latexo ISD 43%</td></tr><tr><td>Kennard ISD 95.3%</td><td>Kennard ISD 21%</td></tr><tr><td>Grapeland ISD 96.0%</td><td>Grapeland ISD 40%</td></tr></table>	<u>Attendance Rates</u>	<u>Mobility Rates</u>	Latexo ISD 95.56%	Latexo ISD 43%	Kennard ISD 95.3%	Kennard ISD 21%	Grapeland ISD 96.0%	Grapeland ISD 40%	<p>1. Provide district wide strategies for addressing absenteeism by: addressing student concerns, needs, and encouraging student likes through voice & choice.</p> <p>2. Monitor student attendance closely to increase educational attainment, achievement, and development.</p> <p>3. Communicate effectively, sincerely, and often with parents of students who are absent.</p>
<u>Attendance Rates</u>	<u>Mobility Rates</u>									
Latexo ISD 95.56%	Latexo ISD 43%									
Kennard ISD 95.3%	Kennard ISD 21%									
Grapeland ISD 96.0%	Grapeland ISD 40%									
3.	<p><u>Improve Behavior</u></p> <table><tr><td><u>Suspensions</u></td><td></td></tr><tr><td>Latexo ISD</td><td>10%</td></tr><tr><td>Kennard ISD</td><td>13%</td></tr><tr><td>Grapeland ISD</td><td>10%</td></tr></table> <p><u>Social and Emotional Learning</u></p> <p>1 out of 3 schools has an evidence-based Positive Behavior Support strategy.</p>	<u>Suspensions</u>		Latexo ISD	10%	Kennard ISD	13%	Grapeland ISD	10%	<p>1. Provide professional development opportunities for ALL ACE staff on evidence-based Positive Behavior Support strategies, explanation of special education modifications, 504 accommodation strategies, and strategies for working with At-Risk youth.</p> <p>2. Provide comprehensive youth development strategy tailored to ALL students. The <u>Four Wheels of Success</u> is a mindset and behavior modification that offers Character Counts curriculum and instruction to ALL students.</p> <p>3. Increase contact with parents, school day teacher/administrator and mentor based on student need and best practices.</p>
<u>Suspensions</u>										
Latexo ISD	10%									
Kennard ISD	13%									
Grapeland ISD	10%									
4.	<p><u>Improve Promotion Rates</u></p> <p>Listed below are the promotion rates for the high schools within Houston County.</p> <table><tr><td><u>School District Name</u></td><td><u>% rates</u></td></tr><tr><td>Latexo ISD</td><td>90%</td></tr><tr><td>Kennard ISD</td><td>99%</td></tr><tr><td>Grapeland ISD</td><td>80%</td></tr></table>	<u>School District Name</u>	<u>% rates</u>	Latexo ISD	90%	Kennard ISD	99%	Grapeland ISD	80%	<p>1. Provide before/after-school opportunities for students to complete homework with the assistance of a qualified, trained adult.</p> <p>2. Monitor 3 week failure reports to catch students struggling at an earlier rate.</p> <p>3. Provide one-to-one intervention, mentoring, increased innovative instructional strategies to struggling students.</p> <p>3. Increase contact with parents, school day teacher/administrator, and mentor students based on their need and best practices to insure success in the classroom.</p>
<u>School District Name</u>	<u>% rates</u>									
Latexo ISD	90%									
Kennard ISD	99%									
Grapeland ISD	80%									
5.	<p><u>Improve Graduation Rates</u></p> <p>Listed below are the graduation rates for the high schools within Houston County.</p> <table><tr><td><u>High School</u></td><td><u>2014 Graduation Rates</u></td></tr><tr><td>Latexo ISD</td><td>100%</td></tr><tr><td>Kennard ISD</td><td>100%</td></tr><tr><td>Grapeland ISD</td><td>100%</td></tr></table>	<u>High School</u>	<u>2014 Graduation Rates</u>	Latexo ISD	100%	Kennard ISD	100%	Grapeland ISD	100%	<p>1. Provide one-to-one intervention, mentoring, increased innovative instructional strategies to struggling students.</p> <p>3. Increase contact with parents, school day teacher/administrator, and mentor students based on their need and best practices to insure graduation success.</p> <p>4. Increase family engagement and communication with parents.</p>
<u>High School</u>	<u>2014 Graduation Rates</u>									
Latexo ISD	100%									
Kennard ISD	100%									
Grapeland ISD	100%									

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Schedule #14—Management Plan

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Education/Talents/Experience: To be announced- Bachelor's Degree in education with masters in mid-management: Strong communication, interpersonal, and organizational skills. Three years in education; budget and information management systems. Preferred- Experience with 21 st CCLC programs.
2.	Site Coordinator(s)	Qualifications: (To be announced) - Bachelor's Degree in education/related field. Preferred- Masters: builds positive relationships; is organized; computer proficient; Experience in staff supervision, knowledge of community; Preferred-Ability to communicate in Spanish.
3.	Family Engagement Specialist	Education: (To be announced) - Bachelor's Degree in education or related field. Experience: Working with families in Houston County, working in an education or family support service setting, or previous 21 st CCLC experience.
4.	Evaluator	Minimum: (To be announced) Bachelor's Degree with experience as a professional evaluator. Preferred: Experience with 21 st CCLC grant, working with TEA, and experience and/or with evaluation of federal funded grant.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Recruitment efforts	1. Create job descriptions for Site Coordinators, Family Specialist, teachers, and additional support	Upon award	August 2016
		2. Post job openings on website, job banks, and ads	Upon award	Until filled
		3. Screen/Interview prospective candidates	June 2016	Until filled
		4. Hire all ACE staff	June 2016	Until filled
		5. Induct/Introduce ACE staff to school board	End of June 2016	August 2016
2.	Training of all personnel	1. Orientation to districts	July 2016	ongoing
		2. Orientation to schools (district/ACE policies & procedure	July 2016	ongoing
		3. Ongoing professional development	August 1, 2016	July 31, 2017
		4. Site goal setting meeting	August 1, 2016	Sept 1, 2016
		5. Needs assessment, & Logic Model training	August 1, 2016	ongoing
3.	Increase Instructional Support	1. Order and train staff on research-based curriculum	August 1, 2016	ongoing
		2. Establish program activities and partners	August 1, 2016	Sept. 1, 2016
		3. Lesson Plan & other Staff development opportunities	August 1, 2016	ongoing
		4. Ongoing professional development	August 1, 2016	ongoing
		5. Weekly staff meetings with PD, SC, and FES	August 1, 2016	July 31, 2017
4.	Develop and Maintain Program Implementation Consistently	1. 4X yearly CAC meeting with stakeholders	October 1, 2016	June 2017
		2. Daily walk throughs, 2x yearly teacher monitoring, daily staff meeting before programming	August 1, 2016	July 31, 2017
		3. Weekly data monitoring (quantitative, qualitative)	August 1, 2016	July 31, 2017
		4. Dev Quality Improvement Process	August 1, 2016	July 31, 2017
		5. Dev Framework based on goals and objectives	August 1, 2016	Sept 1, 2016
5.	Develop Evaluation Framework for Grant Efficacy	1. Dev/Refine overtime program's resource capacity	August 1, 2016	ongoing
		2. Implement Evaluation Processes	August 1, 2016	ongoing
		3. Monitor/Evaluate Effectiveness of Programs	August 1, 2016	ongoing
		4. Submit external reports, end of year reports, and data	May 2017	July 31, 2107

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Description of Plan-

Latexo ACE uses a variety of tools to conduct and document ongoing, internal monitoring of all programs and services. As with all components of our program, we begin by designing a strategy for effective monitoring of goals and objectives. We begin the program with a list of goals for the programming year. The goals are established and specifies the core elements that the program needs to implement, as well as the timeline for doing so. This time line is visited often to ensure that all tasks are effectively being identified and targeted.

Topics that are covered in the timelines include:

- **Program operations** (budget, staffing, etc.)
- **Communication** (Strategies for effective communication, messaging, evaluating communication)
- **Curriculum alignment** (research-based curriculum practices, training of curriculum)
- **Professional development/Staff training** (special end training, behavior management training, etc.)
- **Quality of instruction** (program schedules, developing activities)
- **Partnerships and Collaboration** (establishing partnerships within school, community and families)
- **Data collection** (participation tracking, data of quality of program, school data, survey data)
- **Program evaluation** (internal and external monitoring)
- **Sustainable Plan** (Communicate what your program does, and engage partners and supporters)

The goals are reviewed monthly and adjustments are made as needed.

Additionally, evaluators check for fidelity to the project plan, including program alignment, use of goals that are SMART- (Specific, Measurable, Attainable, Relevant, and Time-bound), staff-to-student ratios and student engagement strategies. Changes are communicated at weekly meeting with ALL staff.

Latexo ACE ensures that all program fidelity is established to provide effective programming and meet all goals and objectives.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Latexo ACE and the Community Advisory Council (CAC) met and will continue to meet over the life of the Cycle 9 grant to establish and maintain a sustainable plan. Each partner is committed to working with the community, school boards, and local districts to seek the resources necessary to implement the proposed project and to continue programming once the grant funding ends.

The planning team will use the **Sustainability Planning Workbook** by The Finance Project to monitor/adjust/and ensure sustainability. The plan includes: **Module I**-Building a Sustainable Initiative, **Module II**-Developing a Vision and Results Orientation, **Module III**-Creating a Strategic Financing Plan, **Module IV**-Building Organizational Capacity and Community Support, **Module V**: Developing and Writing the Plan.

Latexo ACE Program has made a sustainable promise. The sustainable promise addresses strategic details, investment of time and resources, and development of a comprehensive plan. The Sustainable Planning Workbook will be the guide that Latexo ACE Program will use to build a long-term support and commitment plan for sustainability.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Surveys	1.	Survey of parents (2x times yearly)
		2.	Survey of students (2x yearly)
		3.	Survey of community partners and stakeholders (2x yearly)
2.	Fall reports	1.	Fall-Data collection of grades: student-level academic data from benchmarks and reports cards
		2.	Fall- Data collection of school attendance, & after-school attendance
		3.	Fall-Data collection of programming activity choice
3.	Spring reports	1.	Spring-Data collection of grades: student-level academic data from benchmarks and reports cards
		2.	Spring- Data collection of school attendance, & after-school attendance
		3.	Spring-Data collection of programming activity choice
4.	Summer reports	1.	Summer-Data collection of grades: student-level academic data from benchmarks and reports cards
		2.	Summer- Data collection of school attendance, & after-school attendance
		3.	Summer-Data collection of programming activity choice
5.	External Evaluation Reports	1.	Data analysis of programing data
		2.	Data analysis of grade improvement from Fall to Summer
		3.	Data analysis of attendance successes

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes- Evaluation of the program is very important to ensure program successes. Therefore, several times a year extracted data will be viewed from sources such as: TEASE, Tx21st, and district reports. Quantitative and Qualitative data will be uploaded and analyzed to provide programming information such as: student-level academic data, student demographics, standardized test scores, year-to-year promotion rates, achievement results, attendance, and behavior.

Use of Findings-

Quantitative Data- Summarized data will provide percentages of students who improved from Fall to Spring in academic achievements, attendance, and behavior. We can compare students' achievements to those students who do NOT participate in the ACE program to those who do. Additionally questions will be answered using quantitative data:

- How did participants' grade improve from Fall to Spring? How did they compare to those students who do Not participate in the ACE Program?
- What percentage of ACE students showed a decrease in absentees or behavior infractions?
- How many adult family members participated in ACE activities?

Qualitative Data- The external evaluator will develop a coding scheme to summarize data and/or conduct analysis from collected information from surveys. Information relating to participants' experiences, success and attendance will be gained through this process.

Public Viewing- The external evaluator will produce a final report at the end of programming (July). The findings will be presented to district's school board, CAC, and uploaded to the school websites for public viewing. The PD, SC, and FES will use the information to ensure continuous high quality programming for all students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Latexo ACE will provide a comprehensive before, after-school, and summer programming that offers 12 hours per week for 31 weeks, and 20 hours per week for 6 weeks of summer programming. The 21st CCLC components areas are:
Academic Support- will provide students with activities designed to increase and improve student achievement by providing high intense programming using a STEM enriched curriculum, homework assistance, hands-on project based teaching strategies, and alignment that follows school day reading/writing/math/science/and LA curricula.

Enrichment- will provide students with TEKS aligned enrichment activities that are designed to extend, expand on, or enrich school day learning by supporting students' physical, emotional, and social development. Students will be offered activities that they would not be able to participate in without this program. Programs include culinary, gymnastics, karate, and technology.

Family Engagement- will provide families with parental support, family resource center, family engagement activities, and keep families abreast of all happenings with multi communication effects.

College and Workforce Readiness/Awareness-will integrate college and workforce readiness awareness into class activities, field trips, and presentations by guest speakers.

IF needed, students in Kennard ISD, and Grapeland ISD will be provided transportation. A large majority of students in Latexo ISD are transfer students within Houston County and not located within the school district. Parents have been surveyed at all sites to determine the campus transportation needs.

Students in Houston County will travel on school buses provided by their district to and from field trips location and adjacent sites that provide enrichment activities for students.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The excitement is already high among families in Houston County because parents were surveyed to establish a community need prior to writing the grant. Since they were very involved in expressing their needs and desires, parents are anticipating the news and already watching for updates.

Upon award of the grant, Latexo ACE will begin to disseminate information about the community learning centers in numerous ways. We will provide information at open house for initial registration. Parents will be notified in advance of this opportunity and a table will be set up to speak in person to parents and answer any questions or concerns. We will provide flyers, create a Facebook, twitter, call out system, newsletters and monthly calendars that provide a continuous flow of updated information for parents. All information will be translated into all dominant languages (if needed).

Superintendent, School Board members, Project Director, Site Coordinator, and Family Engagement Specialist will provide parents with information and answer any questions that they may have. PD and SC will also speak with all teachers at beginning of year staffing to give details, answer questions, and encourage volunteers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ways in which Latexo ACE incorporates quality improvement process into our activities ensures campus and student achievements. We follow the three key, recommended research-based, best practice strategy for quality improvement with teachers/staff:

Program observation- Give staff members the knowledge to know what is expected from them, how to work toward improvement, how to provide feedback to staff, parents, and students, and program observation by PD, and SC.

Professional Development- Once feedback is provided for improvement, internal professional development is provided as a group or on one-to-one basis (if needed). Professional development opportunities are provided through the service center to help staff feel supported while making a change.

Coaching- This is vital for keeping the momentum for change high. One-to-one coaching is important to help with a specific need that a staff might have. This need is based on their performance evaluation and a voiced need. This is an opportunity to provide valuable expertise in program delivery and coaching to new teachers.

The use of the SMART Specific, Measurable, Achievable, Relevant, and Time-Bound goals will ensure that instruction is designed to be innovative, hands-on, exciting, experimental, fun and transferable to students in their academic world.

Teachers/staff will participate in many professional opportunities that allow them to become familiar with curriculum alignment, TEKS expectations, and lesson plan design.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding for the ACE program will be used to supplement and not supplant funds from non-federal sources. Our purpose is to increase levels of service already offered to meet the needs of our students and parents. Any program activities required by state law, State Board of Education rules or local board policies will not be paid with these funds; nor will state or local funds be decreased or diverted for any other use because of the availability of these funds. The district will maintain documentation which will demonstrate the supplementary nature of these funds.

Funding for the ACE Program will also be enhanced with funding from in-kind contributions, community contributions, Title I, Part A, Title II, IDEA, Technology Lending Program, and local funding. We will also utilize funding from state funded competitive and non-competitive programs.

Locating project center in districts that are poor and rural will provide a number of opportunities for the program to complement, enhance and, in many instances, extend the services available on these campuses, which are funded through other federal, state, and local sources.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Latexo ACE and its partners are committed to accentuating a program that provides with **fidelity a high quality research-based program to students in Houston County**. *All descriptions of activities meet the measures of effectiveness described in section 4205(b) of the Elementary and Secondary Education Act (ESEA), Title IV, Part B as amended by the No Child Left Behind Act. Houston County faces unique challenges being that we have a high poverty rate, little to no diverse economies and labor markets, limited infrastructures, and limited educational opportunities for our students.* The district and community partners will coordinate by supplementing Title I funds, technology, classroom/building, and transportation resources. We are committed to providing students a high level of programming that will ensure successes in social, emotional, behavioral, and academic growth.

The 21st CCLC program is intended to improve the following **outcomes: Academic Performance, Attendance, Behavior, Promotion Rates, and Graduation Rates**. These objectives are specifically aligned with the goals set forth by the Texas Education Agency (TEA) that ensures all students are college and career ready. We will use the critical success factors to help ensure that we meet the five objectives defined for the program and for student success. As stated earlier, TEA has developed **milestones** that our ACE program will follow that are a framework for effective implementation and high-quality programming.

Latexo ACE has created a comprehensive and enduring program that will meet the needs of students through the collaboration effects of the Community Advisory Council, stakeholders, district administration and a strong ACE team. With the collaboration and data collected effects (stated earlier) all student needs will be met. The program will continue to collect data and strive for quality programming. We will use the **10 Key Tasks for quality programming** found in the **PRIME Blueprint** that include but not limited to: campus needs assessments, manage data, and improve management practices.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Latexo ISD is jointly submitting an application in full partnership within Houston County schools that allows for more efficient use of local resources while maximizing the variety of services the ACE Program can offer our students. Houston County is a rural area with limited community-based organizations within a reasonable geographic proximity to the schools. **Collaboration** among the three schools will strengthen services already provided during the school day, while establishing: access to activities for students and parents, parental services for families, provide a cohesiveness within the county that has a high mobility rate, offer a safe and secure program to students, and provide at-risk students within the county, with research-based, best learning practices that ensure success before, after-school, and during summer hours.

All partners will provide family engagement activities. Each partner brings considerable resources to the program including funding, curriculum, volunteers, and expertise in their specific content areas. Within Houston County there is an established history of successfully collaborating with these partners on a variety of school related things. **These partners** were deeply involved in the planning and development of the proposed project and will continue to be as strongly involved in implementing the planned services. **All partners** have agreed to serve on the Community Advisory Council (CAC) to discuss input and oversight for the proposed project. The CAC meets regularly to provide feedback, give program updates, discuss campus needs, add, adjust, modify, or eliminate programs concerns, and ensure that all grant goals and objectives are being followed and met.

Written agreements between Latexo ISD and partner organizations will be executed upon grant award. The agreements include the roles of each organization in program planning, implementation, and evaluation as well as providing, sharing, and reporting student data.

Other project partners include: Elite Fitness, Nine Dragon, Modern Woodmen of America, Little Mexico, Girls Scouts, Latexo FB, Texas A&M, Sam Houston State University, Stephen F. Austin, Boys Scouts, Angelina College, and Texas Extension Agency.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project is based on a community needs assessment and project planning that included significant feedback and involvement from a wide range of community stakeholders. As stated in schedule #13 the needs assessment began by initially inventorying local assets and identifying needs within Houston County. Houston County has seen a decline in population growth over the last ten years, with 21% of families being below the poverty line. With that being said, it is still a county that can provide resources. Although the resources will not be in cash exchange the monetary value that they will provide through volunteering and mentorship to students will be valuable.

Each campus will establish a strong volunteer and mentorship program to help build social and emotional stability for our at-risk youth. Additionally, all centers will work with local services such as fire departments, police departments, and local business to provide free community awareness and learning opportunities to students. These organizations were deeply involved in the needs assessment, project planning, and school selection processes and provided input into the design of the type of activities and services that would be provided to students. These organizations will continue to provide vital feedback about program planning, implementation/design and improvements.

A formal needs assessment was conducted in November 2015 to identify assets and needs within the **community from stakeholder's** perspective. We believe that formal need assessments are most effective when they incorporate multiple points of view. We successfully surveyed community organizations, administrators, parents, students, and teachers in Houston County to gain a better understanding of what they viewed as strengths and weaknesses within the county.

Input from each of these groups provided valuable insight, buy-in, and established support for Cycle 9, 21st CCLC grant. The needs assessment guided our development of our goals and objectives.

District Level-The Project Director (PD) will meet often with superintendents and school boards within Houston County to stay abreast of campus needs. The PD will meet bi-weekly with business manager to maintain fiscal integrity. The PD will meet 4x yearly with the Community Advisory Council members for their feedback and assistance in creating program awareness and program support.

Campus Level- Each Site Coordinator is expected to meet monthly with campus principals to obtain a list of failures, discuss and consider program expectations, and discuss areas of concern. This is an opportunity for campus principal and Site Coordinator (SC) to work toward having a streamline between the regular school day and after-school time. The SC will also meet with teachers, parents, and staff on a regular basis to establish a rapport, as well as gather vital information, that will lend guidance when making crucial decisions regarding student's social, emotional and academic well-being.

Every Level- All members of the ACE team from parents, students, teachers, staff, community partners, and administrators will provide guidance in the design and implementation of the program, so that it addresses specific family, school, and community needs.

Sustainability-All involved in the ACE Program will work toward sustainability after grant funds expire. See schedule #16, statutory requirement #10

Latexo ACE will provide high quality programming to all students in Houston County schools. We will strive to develop and maintain meaningful relationships in order to determine school and community needs, increase program awareness, assess program quality/impact, and identify areas that need improvement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will offer a **comprehensive research-based curricula** to students that offer the best opportunities for increased academic success. Each center will use the **SMART** (Specific, Measurable, Achievable, Relevant, Time-Bound) goals to ensure that lesson planning offers best practices for setting measurable goals. Social and emotional learning will be guided by the nations most popular and effective character education and student development program called **Character Counts**.

Evaluation of Programming Effectiveness will happen often by looking at student data, survey data, and stakeholder input. Through the evaluation process we will continue to improve the quality of programming that is offered to our students. Listed below are items that will continue to be addressed and improved upon to enhance student learning and youth development.

- Smaller class sizes
- Mentorship with at-risk youth to establish stronger social and emotional learning
- Differentiated Instruction
- High Quality Instruction
- Aligned School-year and Summer curricula
- Engaging and Rigorous Programming
- Lower Retention and Behavior incident rates
- Maximize Participation and Attendance
- Offer engaging opportunities for families
- Expose and offer Workforce Readiness and Preparation
- Engage in College Awareness

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The use of volunteers helps Latexo ACE to maintain low student/adult ratios in the after-school program and helps the program maximize the expertise of its professional staff. According to the publication written by Reading Partners of Oakland, California they found overall literacy increases in the upwards of two months in students who read with volunteers several times a week. The growth shown was with volunteers who had no literacy education. Therefore, our program will properly train our volunteers in literacy education to promote more growth with our students. Studies show that students who hear fluent readers on a regular basis become fluent readers themselves. We recognize that volunteers are an underutilized resource (especially **senior volunteers**), but realize that they play effective roles in out of school time with students when they become a tutor or mentor for at-risk youth. Therefore, we will support, encourage and foster those relationships.

Latexo ACE will actively engage volunteers, recognize the great work that they do, and provide literacy training so they feel supported and trained. The volunteers will be carefully screened through Txdps criminal history search to ensure safety of our students.

Latexo ACE will partner with Houston County local organization such as The Chamber of Commerce, Rotary Club, Resources for Independent Living, and churches to identify qualified volunteers in the communities to serve as advocates, and will particularly seek to engage **senior volunteers** who can enhance the lives our of students while giving them love, support, and cultural awareness.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✖ Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Written support for sustainability has been signed by ALL board members in Latexo ISD, Kennard ISD, and Grapeland ISD. All board members have agreed to support and assist local efforts to sustain the program upon award and completion of the 21st CCLC Cycle 9 grant. We believe in offering all students the opportunity for success. With successful outcomes being closely scrutinized by the administration, school board, parents, and community, there is every reason to believe that the school district will be able to sustain the ACE program after funding has dissolved.

Latexo ISD and their collaborative partners will highlight its intentional programming efforts by providing on-going data-driven information to the community, and the school district's making clear the impact that the after-school program is having on Houston County youth.

Latexo ACE was guided by the use of the **Sustainability Planning Workbook** provided by The Finance Project. The workbook is organized into five modules, each focusing on the identification of resources and how to sustain a program. Once the sustainable modules were completed it provided a comprehensive organized tool for writing the final sustainable plan.

Below is the **Sustainable Plan for Latexo ACE Program** developed using the **Sustainable Planning Workbook-Module I- V** which lays out the framework for sustainability by: I-Building a Sustainable Initiative, II-Developing a Vision and Results Orientation, III-Creating a Strategic Financing Plan, IV-Building Organizational Capacity and Community Support, and V-Developing and Writing the Plan.

The Sustainable Plan has a budget of \$60,000 that will be generated by: leveraging resources, fee-based tuition, and supplemented by local funds. The goal is to implement the timeline upon grant expiration.

Letters of support from school board members will be attached behind grant application.

Sustainable Plan	
1. Fee Based tuition	Charging students \$10.00 per week/families with one child \$20.00 per week/families with up to 3 children \$25.00 per week/families with 4 or more children Direct Pay through scholarships for students who cannot afford the weekly amount
2. Pooling	Combining local funds with other Title funds to support academic/enrichment activities for students Title I funds- intervention for students Title IV-support character education/drug/alcohol/gang prevention Leveraging local agencies such as Human Health Dept., Public libraries, Forestry Dept. and Emergency Services
3. Staffing	Volunteers, Admin management through efficiency and devolution Local funds will pay for staffing

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Plan for seeking continuous feedback and involvement from community stakeholders- The ACE Advisory Council will meet 4 x yearly and will include all major community stakeholders, family members, teachers, staff, campus principals and superintendents or designated administrators of Latexo ISD, Kennard ISD, and Grapeland ISD. The key to enduring the program is establishing regular outreach and communication with **ALL** stakeholders from the beginning and during the life of the grant.

The key strategies include:

- Regular meeting with **ALL** stakeholders
- Ongoing survey opportunities
- Regular community networking (Rotary club, volunteer round up)
- Ensuring information distribution (emails, flyers, website)
- Sharing success stories and evaluation results

Process for creating and engaging a Community Advisory Council (CAC)/ Membership and Participation-

The selection process of members of the CAC includes a diverse background. These members bring to the council their talents of understanding in all or some of the following ways: understanding of community & campus needs, involvement in community outreach, ability to recruit families and students, program development, data/reporting understanding, and ACE quality assurance understanding.

The engagement of the CAC will be vital to the success of the grant. The council's job will be to insure that project goals and objectives are being adhered to, while using a disciplined management approach to planning, organizing, securing, and managing resources. The council will use the **PRIME Blueprint guide** to help ensure that Project Plans at the Administrative and Center level follow all requirements for achieving desired program results.

Membership and Participation will be on a volunteer basis unless directly connected to the grant such as PD, SC, FES, campus administrator and superintendents. Participants will be encouraged to have a commitment to the Community Advisory Council for the duration of the grant. Regular meeting attendance will be encouraged with timely notices given of upcoming meetings.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant management was created around the decision-making structure. The decision-making structure consisted of the Community Advisory Committee (CAC), and school advisory board which established and created management practices that would (upon award) provide a sound foundation for a high-quality program. It was very important to make sure that the ACE Program aligned with the school district's existing structure and concepts to alleviate confusion and promote success. The CAC established a management structure that identified needed functions and components within the structure. Once that was finalized then policies and procedures were established. Upon award we will implement a two leveled tier of management: central management that oversees all programs and facilities, and local management that oversees on-site, day-to-day operations. The main focus of program governance will be recognizing that a successful program offers both hands-on, site-based management and regular oversight and accountability. Latexo ACE will be managing three sites. Within several programs and districts, it is important for the Program Director to have special consideration for systems of managing that promote consistency and effectiveness.

Listed below are support items that help to instill alignment, consistency, and effectiveness within a program:

- Weekly PD/SC/FES meeting to discuss issues, concerns, program requirements and ideas
- Provide minutes to staff with summary of any actions taken or next steps listed
- Professional training opportunities for PD/SC/FES/ and front line staff (on and off site)
- Weekly site visits from PD with immediate feedback to SC
- Develop shared forms
- Meet and plan ACE events/activities together
- Consistent and shared guidelines and procedures for all sites within the ACE Program
- Share the same CAC and encourage participation from Site Coordinators (SC)
- Create subcommittees for specific needs such as hiring, or special events
- PD will attend administrative meetings at district levels and relay information to SC at each district
- SC meet daily with staff to address staff/room/schedule changes, custody issues or safety drills
- All staff will have copies of job descriptions/procedures, and evaluation forms prior to start of programming
- Ongoing monitoring of programming through use of surveys

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Latexo Elementary

9 digit campus ID#

Distance to Fiscal Agent (Miles)

10 miles

Grade Levels to be served (PK-12)

PK-6th

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

100

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name: Kennard Elementary

9 digit campus ID#

Distance to Fiscal Agent (Miles)

22.3 miles

Grade Levels to be served (PK-12)

PK-5th

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

85

Number of Adults (parent/ legal guardians only) to be served:

30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3

Center Name: Grapeland ISD

9 digit campus ID#

Distance to Fiscal Agent (Miles)

7.2 miles

Grade Levels to be served (PK-12)

PK-5th

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

100

Number of Adults (parent/ legal guardians only) to be served:

40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4

Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 113-905			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 5		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 6		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7	Center Name:			
9 digit campus ID#	Distance to Fiscal Agent (Miles)			
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8	Center Name:			
9 digit campus ID#	Distance to Fiscal Agent (Miles)			
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			Total	
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 113-905			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Description of coordination

ACE Latexo and its partners are committed to accentuating a program that provides with fidelity a high quality research-based program to students in Houston County. All descriptions of activities meet the measures of effectiveness described in section 4205(b) of the Elementary and Secondary Education Act (ESEA), Title IV, Part B as amended by the No Child Left Behind Act. Houston County faces unique challenges being that we have a high poverty rate, little to no diverse economies and labor markets, limited infrastructures, and limited educational opportunities for our students. The district and community partners will coordinate by supplementing Title I funds, technology, classroom/building, and transportation resources. We are committed to providing students a high level of programming that will ensure successes in social, emotional, behavioral, and academic growth.

Each center will have a consistent procedure in place for how students are chosen for the ACE Program. Each center will identify students in the most need by using the Response to Intervention (RTI) process.

The RTI process is an early identification process that is multi-tier approach that offers support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. This process will be the best way to capture students with the most need. The ACE program (PD, & SC) will work diligently with campus administrators, teachers, and students to continue to provide research-based best learning practices to those students during after-school time. The SC will be expected to pull 3 week failure reports, identify ACE students' strengths and weaknesses to promote growth, communicate with teachers to be align TEKS curriculum with after-school time, and have extensive working knowledge of the all grade level TEKS. Through professional development the ACE staff will be able to continue the level academic rigor that the students are receiving during the school day.

Coordination to identify and recruit students

Excitement about the grant has been building since late 2015 when stakeholders were surveyed about a potential grant opportunity. The county newspaper did a spread to explain about the collaborative opportunity between Latexo, Kennard, and Grapeland ISD, so the community, parents and students have been awaiting news.

Each center will work together with campus leaders to retain students. Upon award a successful marketing promotion and communication push will happen to notify parents, students, and ALL stakeholders. Meet the teacher night (TBA) in August will be the first opportunity for parents to hear first-hand about the great opportunities that await them by participating in the Latexo ACE Program. Parents will attend an orientation and will have an opportunity to learn in greater detail of the 21st CCLC grant and how it promotes academic, social, emotional, and health benefits to students and their families. Students who receive RTI intervention will be encouraged to participate in the program. The program and the school day will discuss students who are having difficulty and areas of concern. The program along with campus principal can communicate with parents the importance of the program and their attendance. With collaboration between PD, SC and campus principal we should design a plan that is relevant to the student's need. Relevant programming will fill a need within the community because it has been missing in the past. This opportunity for students will be well-received and heavily utilized.

Once students are identified then the opportunity to register will begin. The program start date is September 6, 2016, so it will be a busy time to get students identified and registered before the start of programming. Through ongoing promotional information, excited students, creative programming, student successes, and FES outreach opportunities, recruitment will not be difficult. Since ALL collaborative partners have limited community resources, parental support will be high.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will offer a comprehensive array of programming for a minimum of twelve hours per week for thirty-one weeks during the school year, and a minimum of twenty hours per week for six consecutive weeks during the summer. Thirty-seven weeks of programming will be offered to the students in Houston County. The fall term will begin September 6, 2016 through December 15, 2016 offering 168 hours of programming for students. The spring term will resume either on January 3 or 4th depending on the district's schedule and end the week of May 18, 2017 offering 204 hours of additional programming. Some centers may offer more hours during the year depending on individual campus needs and availability of resources.

Summer programming will begin May 22, 2017 and go through the month of June. This will offer 120 hours of summer programming. Some centers may offer more hours during summer depending on individual campus needs and availability of resources. The summer academic programming will run for four weeks, and will serve students who are at-risk of failure and/or attendance recapturing. Summer enrichment programming will be selected by giving students an opportunity to voice their choice. The enrichment camps will offer six weeks of programming. Summer enrichment offers an opportunity for students to receive high-quality learning during summer. The program was developed to provide academic assistance to students four weeks, and summer stimulation and enrichment camps being offered for six weeks. This gives ALL students the opportunity to participate in academic and/or enrichment opportunities. We believed it was very important to give students who need academic assistance in the summer, a flexible option to attend enrichment camps also. We recognize that summer programming is essential to students who are at-risk because they may lose substantial ground in reading over the summer, so we have designed a proposed plan that addresses these areas.

ACE will hire all qualified staff to work the after-school programs and will screen them carefully to ensure safety to our students.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

STUDENTS-

With the rising safety concerns for schools we will follow a comprehensive policy and procedure system that regards ALL aspects of student safety including monitoring student attendance with sign in and sign out logs, accident reports, discipline reports, first aid and CPR, student/staff ratios, student medications, campus lock-down AT ALL TIMES, student monitoring, bullying, and behavior management. All incidents are taken seriously, documented, parents notified, and handled immediately.

STAFF-

ACE hires all qualified staff to work the after-school programs. These persons are screened carefully to ensure safety to our students. ACE staff is required to receive training in the areas of: fire extinguisher safety, defibrillator, and anaphylaxis, blood borne pathogens, cardiopulmonary resuscitation (CPR), child abuse, sexual harassment, section 504 accommodations, and bullying. These required courses not only ensure that the participants are safe, but that staff members can keep themselves safe while knowing how to protect youth.

PARENTS-

To ensure that we have safety as students are leaving the building, whether by bus or by parent vehicle, sign out procedures are in place. Students riding the bus will be checked off before stepping on the bus. Ace will follow district guidelines regarding transportation. Parental check-out happens in a designated location where an ACE staff monitors the locked doors. Parents use a walkie-talkie to call their child. The teacher of the student hears their name called on the walkie-talkie and sends the child down. ACE staff checks parent's ID while ensuring safety of student before releasing them out the door to the parent.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alignment-

After-school and summer activities are intentionally designed based on three required data sets. The sets were analyzed by looking closely at campus level data such as: Benchmark scores, STAAR, reading levels, promotion rates, campus disciplinary reports, behavior management plans/data, surveys, student voice/choice, and school function sign in/out sheets). The data was used to decide what and how the program could embed specific skills/behaviors into their activities to address student level deficiencies.

Academic data- Provides vital information at the campus level on how students are performing compared to themselves and other students in their same subject area/grade. Academic incompetencies play a large role in academic failure of students. It is imperative that incompetencies are noted and a corrective measure is implemented. In many cases this happens through your Response to Intervention (RTI) team, or by referring them for further testing. During ACE academic hours we will address activities that support and enrich student learning through intentionally designed research based best practices. The practices will align with TEKS core curriculum and will help to close the gap especially in reading, writing, math and science. SMART goals will be used to determine the effectiveness and ensure intentionality of all lessons developed for students. Attainment will be measured through curriculum-embedded assessments, benchmarks, and informal assessments such as projects.

Disciplinary data-

The data gathered/examined from disciplinary incidents will guide behavior intervention for specific students. As mentioned earlier, Latexo ACE will develop a mentorship program by using senior volunteers to build relationships with students with behavior needs, while continuing to build social and emotional awareness with those students. All students will participate in The Six Pillars of Character. This is a framework for teaching good character and is composed of six ethical values (characteristics) everyone can agree upon: Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship. Each of the six character traits are used in the model CHARACTER COUNTS! The program helps to instill a positive learning environment for students and a "culture of kindness" making schools a safe environment for students to learn.

Parent and student interests-

Interest inventories, family and community needs assessment, student voice/choice, and interviews were all intentionally planned and evaluated to help guide activity planning that promotes participation in the program, excitement, increased attendance in the program/school day, and increase parental involvement. This will be ongoing and flexible because we recognize that student and family needs are always evolving.

Continued collaboration with the school day will be essential in providing high quality program fidelity. The questions below will ensure intentionality to meets student need.

- Does the purpose of the activity/program align with our program vision and school day?
- Will this activity/program build on student's strengths?
- Can this activity/program be linked to Texas Essential Skills and Knowledge?
- What outcomes do we expect from this activity/program?
- What will young people learn, or how will they develop, as a result of this activity/program?
- Is this activity/program aligned with young people's interests or aimed at expanding their interest?

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Planning-

After collecting the three sets of data, and campus needs statements with corresponding student level deficiencies, we now have documentation to support activity planning. The ACE Program uses the **PRIME Blueprint** to establish component areas- Academic Support, Enrichment, College and Workforce Readiness/Awareness and Family Engagement and will align these areas to the specific needs earlier identified through data collections. Included in the **PRIME Blueprint** are activity planning templates. Those templates will be used to guide teacher's daily lessons in each classroom. The lesson plans will include opportunities for students to practice skills/behaviors identified as needing improvement. Teachers will use **SMART Goals** to ensure that each activity is intentional. Activities included should be: hand-on, innovative, higher-order questioning, engaging, and selected to meet students emotional, social, behavioral, or academic needs. The delivery of programming activities will meet all developmental needs of students that we serve, and will take into count the best practices for delivery methodology of those activities (small group or individual).

Intentional Recruitment into planned activities-

It is imperative that intentional recruitment be implemented when focusing on those students who are at risk of academic failure. The targeted students should be recruited into those activities that are specifically designed to support/enhance and build their academic confidence. The intent of the ACE Program is **NOT** to serve all students, but rather the most in need. So, those students with the most identified needs will be considered into the program first. If the program has the capacity to serve more students once ALL identified students are met, then we will add others.

Securing Safety for Activities-

Securing adequate space and student ratios will be challenging during after-school time. It will be optimal to have an extra staff member on board daily to fill in should someone call in sick, need to leave early, or there is heavy participant attendance. The ACE program will have provisions in place to allow for the unseen or emergency situations. The key factor in after-school time is flexibility. Early identification is key to heading off unplanned situations. Additionally, it will be imperative to have a low student to teacher ratio especially in grades PK-2nd where fundamental and basic impulse control is limited. Those classes will be served with a ratio of 1:10. The remaining core classes and interest-based enrichment will be maintained at 1:15. Our most important consideration during programming hours will be the safety of our student, their families and center staff.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will play a critical role in encouraging family participation by engaging them in out-of-school time (OST) programs through well planned activities that are specific to the needs of the participants. According to the ACE Family Engagement Specialist Guide of 2011 it found that "once families start to participate in center activities, they continue." Their research also found that "family engagement in OST programs can be leveraged to improve family involvement in school events, increase help with homework, and boost encouragement for reading." These findings support the goals and objectives that we have set forth in this grant application.

The Family Engagement Specialist will provide to families a Family and Parental Support Service Component. The **four-component** expectations are outlined in the **PRIME blueprint** and must complement a balance. The activities included should be educational, literacy related, and ongoing and consistent during the fall, spring and summer. The FES will provide services to ALL immediate family members of students enrolled in the ACE program. The FES will attend yearly training that will support outreach opportunities and effective communication with parents.

Additional active and meaningful engagement opportunities offered by FES are:

- Family game nights
- Fitness events
- Coordinating and providing community resources and training to families
- Building trust with families
- Providing college and workforce readiness to families

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The FES will coordinate with the PD, and SC to recruit participant families and assist in strategies by participating in the following things: collecting, analyzing, and sharing of data relating to the needs of ACE families; engaging community partners; coordinate ongoing family events; attend state and local professional training, then sharing with PD and SC; create a family resource center; provide vital material to parents about local resources; and develop strategies for improving and supporting children's learning and development in OST.

The increase of family engagement focus in OST will only ensure that **ALL** program goals and objectives are met. The FES will use the self-assessment inventory located in the **PRIME blueprint** to gage the Family Engagement Component. Additionally, **ALL** intended outcomes can be measured by using the Critical Success Model and Critical Success Factors, Milestones, and Performance Indicators located in the **PRIME blueprint**. Such assessments will lend information to the FES, PD, and SC that will identify strengths and opportunities for program improvement.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 113-905

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will provide to families a Family and Parental Support Service Component. The activities included **will assist in the development of literacy , promote attendance, be engaging and innovative, and will be educational.** The activities offered will be consistent during the fall, spring and summer. The FES will provide services to **ALL** immediate family members of students enrolled in the ACE program. The FES will attend yearly training that will support outreach opportunities and effective communication with parents.

Active and meaningful engagement opportunities are offered to families at their convenience. Community needs will drive when, and how often, engagement activities are offered. Most activities will happen in the evening because survey results have indicated that this is the best time for participants. However, some experiences will be offered at alternate times during the day. **ALL** events are scheduled to create a balance of the four-component expectations that are outlined in the **PRIME blueprint** for Family and Parental Support.

Specific times, dates and activities will be determined only after a comprehensive needs assessment has been conducted at each school. Thus giving the parents an opportunity to tell the FES and SC what works best for them and their families.

Examples of activities that will be offered upon award and how frequently they will occur.

- Family game nights
- Fitness events
- Craft nights
- ACE showcase/parent meeting
- Literacy, Math, and Science Events
- Community resources information
- Training to families in areas of: math, literacy, and science
- Homework assistance to parents
- Building trust with families
- Providing college and workforce readiness to families
- ESL classes/GED classes

Offered monthly
ongoing
3x yearly
yearly
ongoing
ongoing
ongoing
ongoing
ongoing
ongoing

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 113-905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	X
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	X
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	X
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	X
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	X	X	X
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 113-905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	X
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	X
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	X
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	X	X	X
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 113-905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	X
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	X
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 113-905

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	X	X
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	X
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	X
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	X	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	X
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	X	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	X	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	X	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	X	<input type="checkbox"/>	X
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	X	X	X
K06	Provide before/after school recreational or educational activities	X	X	X
K07	Conduct parent/teacher conferences	X	X	X
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	X	X	X
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	X	X	X
L02	Establish collaborations with parents of highly mobile families	X	X	X
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	X	X	X
M02	Conduct home visits by staff	X	X	X

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	X	X	X
M04	Conduct parent/teacher conferences	X	X	X
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	X	X	X
M08	Provide program materials/information in home language	X	X	X
M09	Involve parents from a variety of backgrounds in school decision making	X	X	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	X	X
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	X	X	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	X	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	X	X
N03	Provide mentor program for new personnel	<input type="checkbox"/>	X	X
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	X	X
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	X	X
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	X

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 113-905		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	X
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 113-905

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 113-905

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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